Streamlined Alternative Pedagogical Coursework Can Improve New Teacher Performance

Ronald M. Stanfield, Ed. D.

Ronda Nielson, M. A.

Michele S. Spires

Jonna Ramey

Utah Transition to Teaching Alternative Program (UTTAP) is a federally authorized and funded program through the Elementary and Secondary Education Act of 2001 (ESEA), Title II Transition to Teaching Grant.

Introduction

Streamlined alternative programs can have a dramatic effect on teacher quality and success when they are developed utilizing a relevant educational framework, are focused on teacher core competencies and are designed with adult learners in mind. Well-developed pedagogical coursework aligned with national standards can improve the professional or instructional skills of new teachers. In Utah, the Utah Transition to Teaching Alternative Program (UTTAP), a federal transition grant awarded in 2003, has focused on training, placing and supporting new teachers in difficult-to-fill vacancies in both rural and urban school districts. Under UTTAP, these new teachers are in place working as teacher of record while taking specific pedagogical courses. The effectiveness and outcomes of this program have been qualitatively and quantitatively documented. Specifically, it will be shown that essential pedagogical classes, taken while teaching, based on accepted national educational standards, and designed to streamline the alternative path to licensure can positively impact a new teacher's classroom performance skills.

Limitations

This study is based on data collected on participants in the UTTAP program from 2003 through 2005. It includes only those participants who have been involved during the initial three years of the program. One limitation of this project is that follow-on evaluation of teachers beyond the program is not yet possible. Also, there is no comparative data with traditional teacher licensure programs in Utah during the same

time period. Finally, a literature review has revealed that nationally there is no significant comparative data evaluating both traditional programs and streamlined alternative licensure programs.

Methods

Streamlined pedagogical curriculum courses were developed in alignment with the ten principles developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) (Interstate New Teacher Assessment and Support Consortium, 1992). The courses were offered through Salt Lake Community College (SLCC). Teacher participants in the UTTAP program took pedagogical classes while they worked as teachers in the project school districts. Teachers were evaluated annually, in November of each year. Evaluation consisted of on-site observation and assessment of a teacher in the classroom by an outside consultant.

Participant teachers were observed for approximately one hour. In high school, junior high school or middle school settings this meant one class period. In elementary school settings, this translated into one unit of instruction. The outside consultant, trained in educational testing and evaluation, used a standardized UTTAP Performance Evaluation Tool that is aligned with the INTASC principles.

The UTTAP Performance Evaluation Tool was developed by UTTAP staff. (See a blank copy of the UTTAP Performance Evaluation Tool in Appendix 1.) Performance descriptions of the INTASC standards formed the basis for the tool. Observable

performances were assigned points within each standard. (Appendix 2 shows the performances associated with each INTASC principle.)

For example, INTASC standard #1 states: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. This standard is then broken down into thirteen observable performances. Each of those performances is assigned one point. Thus, a participant teacher can be awarded a maximum of 13 points for observed performances that relate specifically to this standard. The UTTAP Performance Evaluation Tool offers a maximum total score of 97 points.

Only observable performances based on INTASC principles were included on the UTTAP Performance Evaluation Tool. For example, INTASC standard #10 concerns the teacher's ability to foster relationships with colleagues, parents and the community at large. Since this would be unobservable during a regular classroom visit, this principle is not listed on the UTTAP Performance Evaluation Tool and teachers are not scored on it.

The outside evaluator observed the teacher in action in the classroom, making notes and scoring performances as they occurred. Once the observation period was concluded, the consultant finalized points and notes, and tallied scores. Individual teacher participant performance scores and related data were collected and tabulated by staff managing the UTTAP program. Their data is the foundation for this study.

Literature Review

Because the focus of this paper is that streamlined pedagogical curriculum taken while simultaneously teaching improves a newly inducted teacher's effectiveness, we sought published data that addressed the effectiveness of teachers in the classroom. Claycomb and Hawley (2000) indicate that urban school districts can benefit from alternative teacher recruitment and placement. Bradshaw and Hawk (1996) show that exceptional teachers do have a positive effect on students. Heyman (2002) compares traditional and alternative teacher preparation effectiveness in the Denver area, though the alternative program examined does not offer a streamlined pedagogical curriculum. Wilson, Floden and Ferrini-Munday (2001) explore the inadequacies of teacher preparation research. Darling-Hammond, Holtzman, Gatlin and Heilig (2005) are examining existing data on teacher effectiveness and certification and see a correlation between exceptional teachers and high student achievement scores. However, no one has yet examined the effectiveness of streamlined alternative licensure programs, particularly those that offer streamlined pedagogical curriculum to new teachers who are the teacher of record. This is understandable since the streamlined approach to licensure has been in existence a relatively short while (Birkeland and Peske, 2004, Feistritzer and Chester, 2003 and Allen, 2003).

The Utah Transition to Teaching Program

The Utah Transition to Teaching Program (UTTAP) was developed to meet the needs of five rural and urban school districts in the state of Utah. UTTAP is a federally authorized and funded program through the Elementary and Secondary Education Act of

2001 (ESEA), the Title II Transition to Teaching Grant. UTTAP recruits, trains, and places teachers in high-need areas. It is guided by a partnership of Utah State Office of Education (USOE), Salt Lake Community College (SLCC), Utah Education Network (UEN), and five high poverty school districts: Duchesne, Grand, Ogden, Piute, and San Juan. School district superintendents have been included in the planning and implementation of the UTTAP program.

The five school districts involved in the program all share difficulties in attracting and keeping teachers. According to 1998 census data, all five districts have high percentages of students from families with incomes below the poverty line. Duchesne School District has a high poverty population of 20.4%, Grand has 21.3%, Piute has 21.7%, San Juan has 29.4% and Ogden has 21.2%. Ogden School District is an urban school district. The other four districts are decidedly rural and sparsely populated. Duchesne has the highest population density of the four rural school districts with 4.4 persons per square mile and San Juan School District has the least with only 1.8 people per square mile.

UTTAP offers an alternative to the traditional institution of higher education teacher preparation programs by recruiting individuals from the local community that have established links to the community and its schools. The program is for individuals with a minimum education of a bachelor's degree in a subject area taught in Utah schools. Career changers, new college graduates, substitute teachers and classroom aides are targeted for recruitment into the program. Many individuals belonging to these groups have a desire to become teachers, but are prohibited from attending a university program

by the responsibilities of family, the need to be fully employed, and the rigors of day-to-day living. UTTAP removes some of these barriers by placing program participants into salaried teaching positions, providing financial stipends, implementing a streamlined curriculum of teacher preparation, and licensing teachers in one year.

Participant teachers are expected to remain in teaching past the three-year average of first time teachers. Participants are placed in classrooms as they begin the UTTAP program. Participants teach while taking pedagogy coursework at night. This streamlined curriculum of essential elements necessary for individuals to be successful in the classroom are aligned with INTASC standards of what beginning teachers should know and be able to do. These courses include teaching students with exceptionalities, the diverse learner, child/adolescent development, classroom management, planning, instructional strategies, assessment and literacy.

Participants receive on-going professional support that includes working with a trained mentor, learning groups, test preparation and classroom observations. Participants who successfully complete the first year of the program receive a three-year Level 1 Utah Professional Educator License. These teachers continue to work with their mentors for the next two years at which time they take the Praxis II Principles of Learning and Teaching, complete a portfolio review, and have three favorable observations of their classroom performance. Successful candidates are issued a five-year Level 2 Utah Professional Educator License.

By law, the state of Utah requires that teacher preparation programs follow national standards promoted by the National Council for the Accreditation of Teacher

Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC). UTTAP has followed INTASC standards in its program design. The ten INTASC principles provide the structure of the UTTAP conceptual framework, curriculum and evaluation. The program is a process of teaching and learning that includes reflection, creative problem-solving, action plans, evaluation and rethinking. This on-going standards-based process is intended to develop the essential knowledge, skills and dispositions necessary for effective educators. All program activities including design, curriculum and evaluation reflect these principles of what a beginning teacher should know and be able to do. The INTASC principles are the unifying element of the program.

Essential Pedagogical Curriculum

The essential competencies required of participants were developed into five inclusive pedagogical courses by UTTAP staff and focus on instructional strategies aligned with the ten INTASC principles. All five classes are accredited as three-semester units. (See syllabi for the five pedagogical courses in Appendix 3.)

In addition to framing the curriculum around the ten INTASC principles, course developers incorporated Danielson's Framework for Teaching in their 'training of the trainers' (Danielson, 1996). (Appendix 4 details the components of Danielson's framework.) The four domains of planning and preparation, the classroom environment, professional responsibilities, and instruction created a solid structure for the teaching of the pedagogical courses and ensured the development and maintenance of best practices

among the new teacher participants. (Appendix 5 correlates Danielson's four domains to the INTASC standards.) Practitioner instructors mapped the domain components into their curriculum wherever applicable. Concepts were introduced, taught and reviewed as appropriate (Table 1).

Courses were designed to be delivered to participant teachers in sequence to enhance their successes as teachers in the classroom. "Instruction, Technology, Assessment & Planning" and "Creating a Learning Environment" were intended as first-year offerings for the newly inducted teachers. "Introduction to Special Education," "Literacy Strategies" and "Survey of Learning and Teaching Diverse Populations" were planned as second semester classes.

The development of these pedagogical courses took into account the unique attributes of the targeted participant group. Career-changers and other working adults are different from young college students. Having been in the work world for some time, they have a better understanding of directly applying learning to work behaviors and actions. Working full time as teachers while taking classes, the participant group would require all classes to be offered at night. And, the participants would require class content that was specific and focused enough to be of real value.

Recognizing that participants would be immediately applying pedagogical learning to their own classrooms, the streamlined curriculum courses often took on the aspect of "lab classes." Participant teachers were able to give feedback to master teachers about the success or failure of a particular technique or strategy in a real classroom setting.

It should be noted that this streamlined approach to the pedagogical curriculum differs greatly from that of traditional teaching colleges or from other alternative programs for teacher licensure. Traditional teaching colleges teach a wide range of material throughout their two-year programs. Typical alternative programs tend to simply offer traditional teacher college curriculum at night or online. Both of these approaches are long, laborious and expensive and often impossible for the career-changing or working adult who wants to become a teacher. A streamlined curriculum such as developed by UTTAP focuses on the core competencies and best practices that every new teacher must know and use to be immediately successful in the classroom.

The Five Courses

"Instruction, Technology, Assessment & Planning" (EDU 2800) is a course designed to prepare licensed educators with a solid foundation in planning and presenting instruction, employing technology in the classroom and using authentic assessment to guide instruction. Participants focus on creating unit plans, developing lesson plans, breaking large concepts into smaller concepts, along with various methods of inquiry. Participants learn to use a variety of instructional strategies to encourage student's development of critical thinking, problem solving and performance skills. Participants learn to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. Participants learn to use knowledge of technological techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

This course, just like the entire pedagogy curriculum, teaches and reinforces the INTASC standards. For example, in teaching participants how to use different instructional strategies to encourage critical thinking in students, this course aligns with INTASC standard #3.

"Creating a Learning Environment" (EDU 2820) is the second of five streamlined classes for entry level teachers. It focuses on general guidelines for classroom setup, management, behavior strategies, teaching and learning strategies, student evaluation and assessment, and brain research as it relates to effective instruction. Participants focus on how children learn and develop, gain knowledge to provide learning opportunities that support student's intellectual, social and personal development. Participants discover how to use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation, aligning with INTASC standard #5.

The course "Introduction to Special Education" (EDU 2010) is the third offering in the UTTAP curriculum. Here participants learn about the learning and social characteristics of young people with exceptionalities – that is, disabilities (physical, mental, learning) or giftedness – and about public policy and services available to them. Participants are given an historical overview of the legal, ethical and social issues related to special education in the United States. Participants learn how individuals are identified and served by the school system, what strategies are effective for instructing them, as well as the roles and responsibilities of school personnel in providing appropriate

educational experiences for all students in an inclusive classroom. This course aligns with INTASC standards #2, 3, and 4.

"Literacy Strategies" (EDU 2840) is the fourth pedagogical course offered and focuses on the foundations of student's reading comprehension, as well as decisions teachers make concerning methods, materials and procedures based on those foundations. Participant teachers integrate literacy skills including vocabulary, study skills, comprehension development and writing within their respective content areas.

"Survey of Learning and Teaching Diverse Populations" (EDU 2860), the fifth and final course in the UTTAP series, is intended to introduce educators to various concepts including the theory and practice of teaching diverse populations from cultural, linguistic, and socio-economic backgrounds. The changing demographic profiles of communities and schools require that diversity issues be addressed as part of the educational experience. Educators have the opportunity to see diversity as a resource to be tapped. Participants examine their own practices and beliefs. Divided into three segments, this course first has participants look at the purpose of schools. Next, they discuss and identify issues surrounding diversity in the educational setting. Finally, they examine teaching strategies for the modern diverse classroom. This course content focuses, among other things, on INTASC standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Classes are conducted at Salt Lake Community College by veteran master teachers or practitioners drawn from school districts in the Salt Lake City area. These

practitioners call on their rich experience of classroom teaching, their deep understanding of the pedagogy, the latest best practices, current research and their compassion for new teachers. Additionally, all instructor/practitioners are trained in the technological aspects of distanced learning, video conferencing and Internet-based teaching techniques.

The audiences for these pedagogical courses are threefold. First, many participants are in the actual classroom interacting with the master teacher. Second, because of the rural and distanced nature of four of the five participating school districts, a significant number of participants attend classes via live videoconference over EDNET, a closed circuit television system available in all Utah high schools as a service of the Utah Education Network (UEN). Finally, a third group of participants takes the class via streaming video from the Internet.

EDNET is a vital component in the ability of UTTAP to deliver pedagogical course content to teachers in the field. The Utah Education Network (UEN) is a consortium of public education partners, including the Utah System of Higher Education and its ten universities and colleges and Utah Electronic College; the Utah State Office of Education, local school districts and the Utah Electronic High School; and the state's Library system. The Utah Education Network is the only existing statewide distanced learning network in the United States. EDNET allows students and community members to take classes that might not be available to them locally. This two-way, fully interactive video network connects schools throughout Utah and beyond using various technologies. Each site in the network interacts with other sites in real-time. Currently more than 270 interactive sites make up the EDNET system in Utah.

Two other key components of the UTTAP program are (1) the use of mentor teachers in each district as support for the new teachers and (2) the development of each educator's teaching portfolio. Mentor teachers all receive training in a UTTAP version of "Foundations to Mentoring" from the New Teacher Center at the University of California at Santa Cruz. (The New Teacher Center, 2003) Like the pedagogical curriculum, all mentoring and portfolio tools in the UTTAP program are aligned with the INTASC principles and the domain concepts (Doolittle, 1994).

What the Data Reveals

Each participant has been tracked throughout her or his involvement in the UTTAP program. Data comparing completion of coursework and performance observation scores were developed (Table 2 and Table 3).

Of eight participants who began with the UTTAP project in 2003, seven were teaching at the time of the first scored teaching evaluation, in November 2003. This first set of observation scores forms a baseline for each individual participant. All participants were followed through completion of final pedagogical coursework. The teaching evaluations in November of 2004, after all pedagogical coursework was completed, reveal significant improvement in new teacher performance scores, percentage of positive change from 12% to 29%. The group performance observation score average for those participants who were observed first in 2003 and then in 2004 improved 18% with the completion of all five pedagogical courses and only one full year of teaching. When they were again observed in November 2005, performance scores of five of the initial seven

teacher participants had risen as a group average 38% over their baseline scores, with individual score improvements ranging from 27% to 48%. This rise in both individual and group performance scores reflects completion of all five courses and over two years of teaching per participant. (Two participants were not teaching in November 2005 and therefore could not be observed.)

In 2004, a second group of inducted teachers began the program. As with the previous group, these participants were working as teacher of record in the classroom while taking pedagogic courses. Five of those participants successfully completed their pedagogical coursework and have been observed in the classroom twice. While one participant's scores plummeted by 51% due to a radical shift in job placement and another participant's performance scores remained constant (though high), the rest experienced score hikes of 11%, 36%, and 47%. Examining all the positive scores, it is noted that this second group of participants averaged a teaching performance score rise of 31% after completing all pedagogical curriculum.

As Table 4 and Table 5 graphically illustrate, examination of this data indicates that there is a marked improvement of new teacher performance in the classroom when teachers participate in streamlined pedagogy curriculum framed around nationally accepted standards. UTTAP pedagogical coursework improves the professional or instructional skills of participants while they are teaching. In the first year after completion of curriculum and depending upon the individual (and not taking into account the one teacher whose scores plummeted and the one whose scores remained constant), new teacher performance rose from 11% to 51%, for an average overall improvement of

22%. In the second year, individual performance grew from 27% to 48% or an average group improvement of 38%. These are significant gains for individual performance and validation of the UTTAP model of active classroom teaching while taking streamlined pedagogic courses aligned with national standards.

Opportunities

In January 2005, the UTTAP program aligned with the Western States Certification Consortium (WSCC), a demonstration project funded by the United States Department of Education / Office of Innovation and Improvement. WSCC, an interstate organization, supports collaborative alternative certification pathways for military service members transitioning to the teaching profession. The mission of WSCC is multifaceted: (1) to identify and build on the distance-delivered alternative certification programs that enable service personnel to earn licensure that is approved and portable to the states in the consortium, (2) to combine current best practices to promote alternative certification programs that are distance-delivered, and (3) to integrate advising, academic credit for education related service training, resident intern/mentoring career induction and retention services, maintaining compliance with P. L. 107-110, Section 2306 of the *No Child Left Behind Act*. The WSCC participating states include: Arizona, Colorado, Idaho, Michigan, Montana, Nevada, New Mexico, South Dakota, Utah, Washington and Wyoming.

WSCC supports UTTAP by assisting with recruitment of qualified people who want to teach in high subject and challenging geographical areas. In addition, WSCC

prescreens and coaches individuals to determine their compatibility with the teaching profession.

Significantly, the streamlined alternative pedagogical coursework and model mentor program developed by UTTAP could potentially be replicated by other WSCC member states, Transition to Teaching grants, and program pathways. Working with the Consortium membership, opportunity exists to share the best practices in order to develop an expanded pool and to compare this data across state lines.

Conclusion

The success and viability of a streamlined teacher licensure program have been demonstrated in the Utah Transition to Teaching Alternative Program's evaluative data. Designed from the ground up to recognize the needs of adult and career-changing new teachers while focusing on the performances set by the ten INTASC principles, the UTTAP curriculum of five pedagogical classes improves the performance of new teachers. They acquire useful and relevant knowledge in the courses and are able to directly apply it in the classroom. The UTTAP program approach is transferable to other districts, regions and states facing similar teacher shortage challenges. The UTTAP staff is committed to sharing programmatic specifics with other educators to ensure the broad-based success of streamlined alternative licensure efforts nationwide.

Finally, there is a need to develop a greater body of data that shows the value and relevance of streamlined licensure programs delivered during the first two years of teaching as compared to traditional teacher preparation programs in today's education

environment. Until concrete data is developed and studied, the on-going debate about what is necessary to be successful in the classroom will be only that—a debate. Concrete data will aid educators throughout the country to better develop streamlined teacher licensure programs that both meet the needs of new teachers and school districts. We hope this study has been a step in that direction.

Appendix 1

Utah Transition to Teaching Alternative Program Performance Evaluation Tool.

UTTAP PERFORMANCE EVALUATION TOOL					
NAME: **AREA:**		**2003-04**	**2004-05**	**2005-06**	**2006-07**
Note: Underlined areas indicate areas of assessment.	***Total Score: (97 points maximum)***				
Principle #1: *The teacher understands the* ***central concepts****, tools of* ***inquiry****, and structures of the discipline(s) he or she teaches and can* ***create learning experiences*** *that make these aspects of* ***subject matter meaningful*** *for students. (13 points)*					
The teacher:					
… effectively uses multiple representations and explanations of disciplinary concepts *(1a)* that capture key ideas and links them to students' prior understandings *(1b)(2)*					
… can represent *(1c)* and use differing viewpoints, theories, "ways of knowing" and methods of inquiry *(1d)* in his/her teaching of subject matter expertise. *(2)*					
… can evaluate teaching resources and curriculum materials for their comprehensiveness *(1e),* accuracy *(1f),* and usefulness *(1g)* for representing particular ideas and concepts. *(3)*					
… engages students in generating knowledge *(1h)* and testing hypotheses *(1i)* according to the methods of inquiry and standards of evidence used in the discipline. *(2)*					
… develops and uses curricula that encourage students to see *(1j),* question *(1k),* and interpret *(1l)* ideas from diverse perspectives. *(3)*					
… can create interdisciplinary learning experiences *(1m)* that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. *(1)*					

Principle #2: *The teacher understands* ***how children learn and develop****, and can provide* ***learning opportunities*** *that support their* ***intellectual, social, and personal development****. (12 points)*				
The teacher:				
… assesses individual *(2a)* and group *(2b)* performance in order to design instruction that meets learners' current needs in each domain-cognitive *(2c),* social *(2d),* emotional *(2e),* and physical *(2f)* and that leads to the next level of development. *(6)*				
… stimulates student reflection on prior knowledge *(2g)* and links new ideas to already familiar ideas *(2h)*, making connections to students' experiences *(2i)*, providing opportunities for active engagement, manipulation, and testing of ideas and materials *(2j)*, and encourages students to assume responsibility *(2k)* for shaping their learning tasks. *(5)*				
… assesses students' thinking and experiences as a basis for instructional activities *(2l). (1)*				
Principle #3: *The teacher* ***understands how students differ*** *in their approaches to learning and* ***creates instructional opportunities*** *that are adapted to* ***diverse learners.****(10 points)*				
The teacher:				
… identifies and designs instruction appropriate to students' stages of development *(3a),* learning styles *(3b),* strengths *(3c),* and needs *(3d). (4)*				
… uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes *(3e). (1)*				
… makes appropriate provisions for individual students who have particular learning differences or needs *(3f). (1)*				
… seeks to understand students' families, cultures, and communities *(3g),* and uses this information as a basis for connecting instruction to students' experiences *(3h). (2)*				
… brings multiple perspectives *(3i)* to the discussion of subject matter. (1)				
… creates a learning community in which individual differences are respected *(3j). (1)*				

Principle #4: *The teacher understands and uses* ***a variety of instructional strategies*** *to encourage students'* ***development of critical thinking, problem solving, and performance skills.*** *(12 points)*				
The teacher:				
… carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes *(4a),* and to meet student needs *(4b). (2)*				
… uses multiple teaching and learning strategies to engage students in active learning opportunities *(4c)* that promote the development of critical thinking *(4d),* problem solving *(4e),* and performance capabilities *(4f)* and that help students assume responsibility for identifying and using learning resources *(4g). (5)*				
… constantly monitors, and adjusts strategies *(4h)* in response to learner feedback. *(1)*				
… varies his or role in the instructional process in relation to the content and purposes of instruction *(4i)* and the needs of the students *(4j). (2)*				
… develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding *(4k)* and presenting diverse perspectives to encourage critical thinking *(4l). (2)*				

Principle #5: *The teacher uses an understanding of individual and group motivation and behavior* ***to create a learning environment*** *that encourages* ***positive social interaction, active engagement in learning, and self-motivation.*** *(22 points)*				
The teacher:				
… creates a smoothly functioning learning community in which students assume responsibility for themselves and one another *(5a),* participate in decision-making *(5b)*, work collaboratively *(5c)*, and independently *(5d),* and engage in purposeful learning activities *(5e). (5)*				
… engages students in individual and cooperative learning activities that help them develop the motivation to achieve by relating lessons to students' personal interests *(5f)*, allowing students to have choice in their learning *(5g)*, and leading students to ask questions *(5h)* and pursue problems *(5i). (4)*				
… organizes, allocates, and manages the resources of time, space, activities, and attention to provide active *(5j)* and equitable *(5k)* engagement of students in productive tasks. *(2)*				
… maximizes the amount of class time spent in learning *(5l)* by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals *(5m). (2)*				
… helps the groups to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness *(5n),* mutual respect *(5o),* support *(5p),* and inquiry *(5q). (4)*				
… analyzes the classroom environment and makes decisions and adjustments to enhance social relationships *(5r),* student motivation and engagement *(5s),* and productive work *(5t). (3)*				
… organizes, prepares students for, and monitors independent and group work that allows for full *(5u)* and varied *(5v)* participation of all individuals. *(2)*				
Principle #6: *The teacher uses knowledge of* ***effective verbal, nonverbal, and media communication techniques*** *to foster* ***active inquiry, collaboration, and supportive interaction*** *in the classroom. (9 points)*				
The teacher:				
… models effective communication strategies in conveying ideas and information *(6a)* and in asking questions *(6b). (2)*				
… supports and expands learner expression in speaking *(6c)* and writing *(6d). (2)*				
... knows how to ask questions *(6e)* and stimulate discussion *(6f)* in different way for particular purposes. *(2)*				
… communicates in way that demonstrate a sensitivity to cultural *(6g)* and gender differences *(6h). (2)*				
… knows how to use a variety of media communication tools *(6i). (1)*				

Principle #7: *The teacher* ***plans instruction*** *based upon knowledge of* ***subject matter, students, the community, and curriculum goals.*** *(11 points)*				
The teacher:				
... selects and creates learning experiences that are appropriate for curriculum goals *(7a),* relevant to learners *(7b),* and based upon principles of effective instruction *(7c). (3)*				
... plans for learning opportunities that recognize and address variation in learning styles *(7d)* and performance modes *(7e). (2)*				
... creates short-range *(7f)* and long-term plans *(7g)* that are linked to student needs and performance, and adapts the plans *(7h)* to ensure and capitalize on student progress and motivation. *(3)*				
… responds to unanticipated sources of input *(7i),* evaluates plans in relation to short- and long-range goals *(7j)* and systematically adjusts plans to meet student needs and enhance learning *(7k). (3)*				
Principle #8: *The teacher understands and* ***uses formal and informal assessment strategies*** *to evaluate and ensure the continuous* ***intellectual, social, and physical development*** *of the learner. (8 points)*				
The teacher:				
… appropriately uses a variety of formal and informal assessment techniques to enhance his or her knowledge of learners *(8a),* evaluate students' progress and performances *(8b),* and modify teaching and learning strategies *(8c). (3)*				
... uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs *(8d)* and to encourage them to set personal goals for learning *(8e). (2)*				
... evaluates the effect of class activities on both individuals *(8f)* and the class as a whole *(8g). (2)*				
... monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly *(8h). (1)*				

Appendix 2

1992 INTASC Standards Including Performance Descriptions.

Source: Interstate New Teacher Assessment and Support Consortium (1992). *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialog.*

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Performances related to Principle #1:

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interprets ideas form divers perspectives.

The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Performances related to Principle #2:

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performances related to Principle #3:

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performances related to Principle #4:

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests.)

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performances related to Principle #5:

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conductive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varies participation of all individuals.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performances related to Principle #6:

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received.)

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performances related to Principle #7:

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired.)

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Performances related to Principle #8:

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class a a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Performances related to Principle #9:

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Performances related to Principle #10:

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians form diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situation, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.

Appendix 3

Syllabi for Five Pedagogy Courses.

These syllabi were developed in by the practitioner/instructors who were teaching them at the time of this article's writing. Current instructors may vary and therefore the course content may differ slightly. In addition, the syllabi have been edited or modified for inclusion in this article. (For example, dates and days of the week have been eliminated and content has been generalized to "Week 1," "Week 2," etc.) The thorough and creative work of the instructors is greatly appreciated. They are Denece Johnson, Shelly Reier, Pam Su'a, and Shamby Polychronis.

I. Instruction, Technology, Assessment and Planning – EDU 2800 – Syllabus

Course Description:
Teachers will create an appropriate content teaching unit, model researched-based instructional strategies,. use formal and informal assessment strategies, use technology as an instructional, assessment, content planning tool, and create an electronic portfolio, reflecting INTASC Standards supporting EYE.

Course Prerequisites:
Acceptance into the Utah Transition To Teaching Alternative Program

Course Objectives:
Course Enduring Understanding: Teachers will design content curriculum that models best teaching practices to enhance student learning.

Course Essential Questions:
How can I understand the big picture/domains of teaching?
How do the INTASC standards relate to the 4 Domains of the teaching framework?
How do the Domains, INTASC, Praxis II, Electronic-Portfolio and EDU 2800 affect you?
How does understanding "understanding" impact curriculum design?
How can using technology in the classroom enhance student understanding?
How do we know what students have learned?
How does Stage III of Understanding By Design impact curriculum design?
How does research-based classroom instruction improve student learning?
How is professional collaboration key to insightful teacher development?
How do literacy strategies deliver information from content curriculum?
How do instructional strategies enhance classroom instruction?
How does differentiating curriculum improve student achievement?
How does instructional modeling improve the teaching experience?

How does peer review heighten personal teaching readiness

Required Assessments:
• Curriculum Unit: inclusive of established format (Understanding By Design), technology and assessments
• Class presentation modeling a variety of instructional strategies
• Submitting of electronic portfolio
• Reflections and Peer Review

Other:
• Instructions on Specific Assignments and Processes
• Strong Internet, web-based skills (major piece of content delivery, assessment, peer review, etc.)
• Attendance
• Class participation
• Completion of assignments

II. Creating a Learning Environment – EDU 2820 – Syllabus

Course Description:
This course will focus on general guidelines for classroom setup, management, behavior strategies, teaching strategies, learning strategies, student evaluation and assessment, and brain research as it relates to becoming a successful teacher.

Course Objectives:
- Learn strategies to develop a positive classroom atmosphere
- Understand student behavior
- Identify different learning styles
- Create strategies for teaching with variety
- Create strategies for classroom management
- Understand process of evaluation and assessment
- Read articles dealing with brain research
- Develop individual philosophy of teaching

Assignments and Assessments:
1. Course readings
2. Quizzes
3. Written assignments
4. Attendance and participation
5. Presentation
6. Classroom observation
7. Discussions

Course Expectations:

- Develop professionalism
- Submit 10 assignments on time
- Attendance is required for all class meetings and will constitute a portion of your grade.
- Students are expected to complete required readings. The instructor will not reteach what you read, but will provide you with supplementary information and clarification via class lecture/activities/student discussion and guest speakers.

Week 1 (INTASC standards correlation are # 6, 9, 10)

TOPIC(S):
Introduction to course syllabus, assignments, grading
Student/instructor expectations
Ethics discussion
KWL activity
Get Acquainted activity

Assignment:
Reflective paper following the *What, So What*, *Now What* format.

Week 2 (INTASC standards correlation are #1, 2, 4, 5,10)

TOPIC(S):
Classroom arrangement to encourage positive learning climate
Jigsaw Chapter 1 in *Classroom Management…*
Discussion of own classroom arrangement-pros/cons
Video—Parenting in the 90's (optional)

Assignment:
Discussion of young adult reflection paper
Read Chap 2 in *Classroom Management*
Learning Log #1

Week 3 (INTASC standards correlation are #1, 2, 3, 4, 6, 9,10)

TOPIC(S):
Research assignment discussion/topic/criteria
Discussion of classroom rules/procedures
Demands of secondary/elementary curriculum
Tips to enhance classroom management

Assignment:
Learning Log #2
Read Chapter 3 *in Classroom Management…* and Chapter 3 in *Differentiated Instructional Strategies*

Week 4 (INTASC standards correlation are #4, 5, 6, 8, 10)

TOPIC(S):

Assessment/grading/monitoring student progress
Guest speaker on 4 pillars of assessments. (Optional)
Tips on grading
Setting up a grading policy
Strategies to access prior knowledge
Activity pg 41 and pg 53…Classroom Management..
Assignment:
Read Chapter 4 in *Classroom Management*… and Chapter 1 in *Differentiated Instructional Strategies.*
Learning Log #3

Week 5 (INTASC standards correlation are #1, 4, 5, 6)
TOPIC(S):
Starting school year procedures discussion/activities
Discussion of readings via activities on page 69 in *Classroom Management*...
Students will be assigned a 15-20 minute presentation of a lesson of their choice.
Discussion of expectations/grading rubric/starting date for lesson presentation
Assignment:
Read Chapter 5 in *Classroom Management*... and Chapter 5 in *Differentiated Instructional*...
Mini-lesson preparation
Learning Log #4

Week 6 (INTASC standards correlation are # 2, 3, 4, 6)
TOPIC(S)
Planning classroom activities/instructional strategies
Time fillers/bell ringers/mnemonics/graphic organizers
Case studies in Chapter 5 in *Classroom Management.*.
Review of mini-lesson assignment
Assignment:
Learning Log #5
Read Chapter 6 in *Differentiated Instructional*...
Reading in *Educational Leadership*...*How Boys Learn and How Girls Learn (optional)*

Week 7 (INTASC standards correlation #1,4,6,7,8)
Student presentations
Assignment:
Learning Log #6

Week 8 (INTASC standards correlation #1, 4, 6, 7, 8)
Student presentations
Assignment:
Learning Log #7

Week 9 (INTASC standards correlation #1, 4, 6, 7, 8)
Student presentations
Assignment:
Learning Log #8

Week 10 (INTASC standards correlation # 2, 7, 8)
TOPIC(S):
Curriculum Based Assessment
Assignment:
Read Chapter 6 in *Classroom Management…* and Chapter 4 in *Differentiated Instructional Strategies*
Learning Log #9

Week 11 (INTASC standards correlation # 1, 2, 3, 4, 5, 6, 7, 8)
TOPIC(S):
Cooperative learning/use of groups
Layer curriculum
Student Self-monitoring
Communicating with students
Assignment:
Read Chapter 7 in *Classroom Management…* and Chapter 2 in *Differentiated Instructional Strategies*
Learning Log #10

Week 12 (INTASC standards correlation # 2, 3, 4, 5, 6,7, 8)
TOPIC(S):
Learning styles
ABC model for identifying behaviors
Boundary setting
Student contracting/rewards menu/consequences
Assignment:
Read Chapters 8 & 9 in Classroom Management..
Be prepared to discuss behavior scenarios next session.
Learning Log #11

Week 13 (INTASC standards correlation #2, 3, 4, 5, 6)
TOPIC(S):
Case studies from Chapters 8 & 9
This in class assignment will be Learning Log #12
Assignment:
No assignment
No out of class learning log

Week 14 (INTASC standards correlation #2, 4, 5, 9)
TOPIC(S):
Class presentations on classroom management theories
Discussion of final case studies
Assignment:
Final case studies
Learning Log #13

Week 15 (INTASC standards correlation #2, 3, 5)
TOPIC(S):
Classroom Management video
Additional behavior strategies
Assignment:
Learning Log #14

III. Introduction to Special Education – EDU 2010 – Syllabus

Course Description:
This class covers a historical overview of the legal, ethical and social issues related to special education in the United States. It includes the study of various disabilities, and provisions for educating children up to 21 years of age. We will look at types of services available to students with disabilities, and systems for delivering services within the public school system. Important elements of this class are full inclusion, transition to adulthood and related services.

Course Objectives:
Students who have successfully completed this course will be able to:

1. Know U.S. public law, which mandates free appropriate public education and related services.
2. Understand and explain the concept of inclusion. Begin formulating a philosophy about an inclusive education.
3. Observe at a variety of locations where services are delivered. Identify the level of inclusion and adaptations for inclusion.
4. Prepare to facilitate intervention by becoming familiar with the referral process, understanding assessment, and developing a general knowledge about Individual Education Plans.
5. Use oral and written vocabulary appropriately when describing needs, disabilities, treatments, or educational practices.
6. Identify and describe various disabilities, describing behavioral and physical characteristics. Identify accommodations for the learner with disabilities.

Course Evaluation:
You must earn a C or better to receive credit toward you teaching license. Please monitor your progress and contact me if you find a discrepancy in scores.

Assignments:
Class assignments are an important component of the learning experience.

Assignments	314 points
Discussion Question (3 @ 10 pts. Each)	30 points
2 Quizzes	31 points
Attendance and participation	33 points
Tentative Total	408 points

IV. Foundations of Literacy in Utah's Public Schools – EDU 2840 -- Syllabus

Required Text:
Cooper, J. David (2002). *Literacy: Helping Children Construct Meaning*, Fifth Edition, Boston: Houghton Mifflin Co.

The purpose of the course is to prepare licensed educators with a solid foundation of reading instruction in Utah's elementary and secondary schools. To achieve this goal, the course is designed to do the following:

- Provide a theoretical perspective in which Utah reading/language arts programs are founded.
- Assure a solid familiarity with Utah schools' literacy models as well as with the objectives of the Utah State Core Curriculum for elementary and secondary reading/language arts
- Develop a firm understanding of how to establish a quality reading/language arts program within the organizational and managerial framework of the classroom.
- Examine effective assessment methods and instruments for measuring reading growth. Instruction and assessment need to be connected in a seamless cycle of assessing, teaching, intervention strategies, reteaching, and mastery of standards.

Objectives:
Upon completion of this course, the student will be able to describe the following:

1. The theoretical principles and context of reading instruction in Utah schools.
2. Research-based effective practices, procedures and strategies that enhance reading and language arts programs in elementary and secondary schools.
3. Essential elements and structural framework of research-based models of quality reading/language arts programs, including Utah's core curriculum.
4. Appropriate use of both formal and informal reading/language arts measurement procedures and tools, including state and national tests.

Class Protocol:

1. Attendance is mandatory. Seeing and participating in literacy strategies will be far more effective than just reading about them.
2. Assignments will be turned in on time using WebCT.
3. Each student will present two demonstrations to the class. These must be done at the scheduled time. If there is a conflict students have two options: (1) trade with another class member and do a different strategy on a different night (2) send a videotape to instructor showing the demonstration of strategy. An important part of your grade on these demonstrations is sending the necessary materials (template and handouts) via email to classmates for them to have them as you demonstrate.

Assignments:

1. Read the assignment chapters and take reading notes in a two-column format (see template); be prepared to discuss the information. Bring notes and questions from weekly reading to class with you.
2. Obtain a copy of the USOE Core Curriculum for one of the classes you teach. Bring this to class with you each week. You will use this for each of the strategies you'll be writing.
3. Bring a copy of one of the textbooks you use in your classroom teaching. This will be used to develop lessons throughout the course.
4. Check Web CT for schedule of strategies you'll write. All of these will be literacy strategies you'll use in your own teaching. As you write each strategy, please keep a hard copy in a portfolio. This will be a valuable resource for you.

Grading System:
Biographical email: 11 points
Attendance: 8 weeks @ 3 pts. each = 24 points
Demonstrations: 2 classroom demonstrations@ 40 pts. each = 80 points
Weekly readings: 11 chapters @ 5 pts. each = 55 points
Strategies and lessons: 38 @ 5 pts. each = 190 points (There are actually 41 assignments) You may elect not to do 3 that might be strategies you won't use. Elementary teachers MUST do the phonics plan.
Total points possible: 360 points

Week 1: No class

A. Send an email to instructor with a short description of the following:
   Short bio on yourself
   School and district where you are currently teaching
   Subject(s) or grade level of current assignment
   If not currently teaching, what do you expect you will teach?
   How you believe literacy fits into what you currently teach.
B. Read Chapter 1, Focus on Literacy Learning, pg. 5-18. Do two-column notes as you read using template found in Assignments section of Web CT.

Week 2:

A. Read Chapter 2, Balanced Literacy Programs, pg. 21-63. Do two-column notes using template.
B. Upload on Web CT strategies showing the following:
    1. Cooperative reading
    2. Guided reading
    3. Shared reading
    4. Read Aloud
    5. Collaborative/Cooperative Writing
    6. Guided Writing
    7. Shared Writing
    8. Write Aloud
    9. Mini-lesson using format in table 2.5 page 46
    10. Guided listening lesson using format in table 2.6 page 50

Week 3:

A. Read Chapter 3, Activating and Developing Prior Knowledge, pg. 71-124. Do two-column notes using template.
B. Upload strategies:
    1. K-W-L
    2. Preview and predict
    3. Choose any four of the strategies from table 3.3 page 89. Do a strategy template for each of the four.

Week 4: No class

A. Read Chapter 4, Beginning Literacy: Learning to Read and Spell Words and Construct Meaning, pg. 127-183. Do two-column notes using template.
B. Upload plan for teaching phonics (elementary teachers only).

Week 5:

A. Read Chapter 5, Developing vocabulary: Words and Meaning Beyond the Beginning Literacy Level, pg. 185-239. Do two-column notes using template.
B. Upload 5 strategies for teaching vocabulary. See table 5.2 page 201 for overview of vocabulary strategies.

Week 6:

A. Read Chapter 6, Responding and the Construction of Meaning, pg. 241-273. Do two-column notes using template.
B. Upload strategies on Web CT:
    1. Response journal
    2. Response chart
    3. Discussion
    4. Reader's Theatre

Week 7:

A. Read Chapter 7, Teaching Strategies for Constructing Meaning, pg. 277-316. Do two-column notes using template.
B. Upload strategies on developing the following skills:
    1. Monitoring
    2. Identifying Important Information
    3. Making inferences
    4. Generating and asking questions
    5. Summarizing
    6. Visualizing
    7. Reciprocal teaching (see cards for this strategy in Assignment section of Web CT)
    8. Mini-lesson for developing meaning (use format from table 7.4 on page 304)

Week 8: No class

A. Read Chapter 8, Writing and the Construction of Meaning, pg. 319-355. Do two-column notes using template.
B. Upload strategies on Web CT:
    1. Collaborative writing assignment
    2. Guided writing assignment
    3. Shared writing assignment
    4. Write aloud assignment

Week 9:

A. Read Chapter 9, Constructing Meaning Across the Curriculum, pg. 359-393. Do two-column notes using template.
B. Upload into Web CT:
    1. Web showing your planning of a thematic unit (see figure 9.1 page 366)
    4. Form for your planning of activities for one thematic unit that you will actually teach next year(see figure 9.4 page 370)
    5. Student record sheet to use with your personal thematic unit (see figure 9.5, page 375)
    6. Study guide

Week 10:

A. Read Chapter 10, Developing a Management System for a Balanced Literacy Classroom, pg. 397-454
B. Upload into Web CT:
    1. Goals for making your classroom a literate classroom
    2. Format for some type of conference you might have with a student regarding progress he/she is making in your class
    3. A description of three different types of groupings you might use in your classroom instruction

Week 11:

A. Read Chapter 11, Assessment and Evaluation in the Balanced Literacy Classroom. Do two-column notes using template.
B. Upload assessment tools from your own subject area including the following:
    1. Rubric
    2. Authentic assessment
    3. Benchmarks
    4. Checklist
    5. Formal assessment
    6. Informal assessment

V. Survey of Learning and Teaching Diverse Populations – EDU 2860 -- Syllabus

Required Text:
Payne, P. (2005). *A Framework for understanding poverty (4th ed. Revised)*. Highlands, TX: Aha! Process, Inc.
Additional course readings available through Web CT

Course Overview:
The purpose of this course is to introduce educators to various concepts, as well as, theory and practice of teaching diverse populations from cultural, linguistic, and socio-economic backgrounds.

Course Objectives:
Upon completion of this course the student will be able to demonstrate knowledge in the following areas:

A. Understanding of one's own belief system and standards that influence educational and administrative practices.
B. The theory and practice of federal and state regulations for diverse populations.
C. The use of instructional strategies including assessment, delivery, classroom management, motivation, language acquisition, community and family involvement.

Course Requirements:

A. Class participation - It is necessary that students attend class and complete the assigned readings prior to class meetings in order to be prepared to discuss the information and participate in class activities. Students will be required to log onto Web CT and complete a class quiz after each class to verify they attended class and completed weekly readings.
B. Group web discussions- Students will be required to participate in four (4) small on-line small group discussions and two (2) large group discussions. The purpose of this assignment is to allow classroom teachers to experience

the value of other teachers' insight and experience. (Discussion topics will be assigned by the instructor, but feel free to ask additional questions—remember this is supposed to be an asset to you!)

C. Papers- Students will complete two 4-5 page papers:
    a. The first paper will require students to provide a review of a movie's portrayal of diversity. A list has been provided for ideas. The material for review will need to be pre-approved by instructor.
    b. The second paper will require students to learn more about diversity in their local community. Students can choose one of two options:
        i. Attend a local celebration (i.e. Chinese New Year Celebrations, Black History Month at SLCC, Feb 9th) and write about your experiences. A template will be given to work from.
        ii. Write a mini-"research" paper about a celebration of diversity in your community as well as the history of that culture within your community. A template will be given to work from.

D. Journal entries- This assignment is designed to be a more meaningful learning experience than the traditional midterm and final exam format. Students are required to complete a journal entry for each week's reading prior to the class session that the readings are due. The entry is generally 1 page (typewritten, double-spaced) and include the following topic headings (2-3 paragraphs per heading):
    - Topic overview
    - Specific reference to something in the reading
    - Personal feelings and/or experiences with the topic

E. Final Presentation- Each student must give a 5-10 minute final presentation of a case study from their school. Presentations should include some sort of visual component (PowerPoint, slides, handouts, etc.). A template will be given to work from.

Evaluation Criteria

All assignments must be completed to receive credit for the course. The following criteria will be used to evaluate the course experience:

A. Class participation (60 points)
    a. 12 weekly quizzes at 5 points each
    b. Due within one week after class

B. On-line group discussion (150 points)
    a. 4 small group posts at 25 points each
    b. 2 large group posts at 25 points each

C. Papers (200 points)
    a. Media review (100 points)
    b. Local diversity project (100 points)

D. Journal Entries (165 points)
    a. 11 weekly journal entries at 15 each
    b. Due within one week before class

E. Final presentation on case-study (75 points)

Instructor may change the order and content of this schedule in response to class needs

Date	Topic	Readings Due
Jan 24	Introduction & Welcome Course requirements Overview of Web CT	None
Jan 31	Topic 1: Teachers of Tomorrow	Text: Introduction & Conclusion Web CT: A. Changing the images of teachers through cases (Goldblatt, 2005) B. Utah Population Estimates (1998 US Census) C. A research-based approach to teaching to diversity (Jones, 2004)
Feb 7	Topic 2: Language & Learning **Part I: Different Languages* Small Group Chat #1	Web CT: Linguistic diversity and classroom management (Curran, 2003)
Feb 14	Topic 2: Language & Learning Web Class: Do You Speak American? **Part II: Different uses of the same language* Large Group Chat #1	Web CT: A. Reading guide for PBS program B. Sez Who? Language & Society: Do you speak American? (PBS, 2005)
Feb 21	Topic 2: Language & Learning **Part III: Family-related issues* Small Group Chat #2	Text: Chapter 1, 2 & 4
Feb 28	Topic 3: Culture & Learning **Part I: School-related issues* Paper #1: Media Review is due	Text: Chapter 9 Web CT: Small schools and the issue of race (Powell, 2002) Crossing Boarders, Boarders Crossing (Kilman, 2005)
Mar 7	Topic 3: Culture & Learning **Part II: Community-related issues*	Web CT: Decoding hip-hop's cultural impact (Roach, 2004)
Mar 14	Spring Break!!!!	None
Mar 21	Topic 4: Social Development **Part I: School-related issues*	Text: Chapter 3 Web CT: Is high-stakes testing harming lower SES status schools? (Cunningham, 2002)
Mar 28	Topic 4: Social Development **Part II: Community-related issues* Small Group Chat #3	Text: Chapter 5 & 6
April 4	Topic 4: Social Development	Web CT:

	**Part III: Self-fulfilling prophecies* Web Class: "A Class Divided" Large Group Chat #2	A. The Stanford Prison Experiment (Slide Show) B. Pygmalion in the Classroom (Rhem, 1999)
Apr 11	Topic 5: Academic Learning **Language, Discipline, & Instruction* Paper #2: Local Diversity is due	Text: Chapters 7 & 8 Web CT: Conceptualizing academic language (Solomon & Rhodes, 1995) Graphic Organizers
Apr 18	Topic 6: Teaching & Learning Small Group Chat #4	Web CT: A. What teachers need to know about language (Wong-Fillmore, & Snow, 2000) pages 13-32. B. A research-based approach on teaching to diversity (Jones, 2004) C. Graphic Organizers (Rock, 2004)
Apr 25	Final Presentations	None
May 2	Final Presentations (cont.)	None

Appendix 4

Components of Professional Practice.

Source: Danielson, Charlotte (1996). *Enhancing professional practice: A framework for teaching.*

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c: Selecting Instructional Goals
- Value
- Clarity
- Suitability for diverse students
- Balance

Component 1d: Demonstrating Knowledge of Resources
- Resources for teaching
- Resources for students

Component 1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: Assessing Student Learning
- Congruence with instructional goals
- Criteria and standards
- Use for planning

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction

Component 2b: Establishing a Culture for Learning
- Importance of the content
- Student pride in work
- Expectations for learning and achievement

Component 2c: Managing classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: Organizing Physical Space
- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately
- Directions and procedures
- Oral and written language

Component 3b: Using Questions and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning
- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: Providing Feedback to Students
- Quality: accurate, substantive, constructive, and specific
- Timeliness

Component 3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Responses to students
- Persistence

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

Component 4c: Communicating with families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d: Contributing to the School and District
- Relationships with colleagues
- Service to the school
- Participation in school and district projects

Component 4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

Component 4f: Showing Professionalism
- Service to students
- Advocacy
- Decision-making

Appendix 5

Correlation of the INTASC Standards with the Framework for Teaching Components.

Source: Danielson, Charlotte (1996). *Enhancing professional practice: A framework for teaching.*

INTASC Standard	Description of Teacher Performance	Framework Component	Description of Teacher Performance
Principle 1	Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.	1a 1e 3c	Demonstrates knowledge of content & pedagogy. Designs coherent instruction. Engages students in learning.
Principle 2	Understands how children learn and develop; provides learning opportunities that support their development.	1b 1c 1f 3b 3c	Demonstrates knowledge of students. Selects instructional goals. Assesses student learning. Uses questioning and discussion techniques. Engages students in learning.
Principle 3	Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.	1b 1e 2a 2b 3b to 3e	Demonstrates knowledge of students. Designs coherent instruction. Creates an environment of respect and rapport. Establishes a culture for learning. Instruction Domain.
Principle 4	Understands and uses variety of instructional strategies.	1d 1e 3b to 3e	Demonstrates knowledge of resources. Designs coherent instruction. Instruction Domain.
Principle 5	Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1e 2a 2b 2c 2d 2e 3c	Designs coherent instruction. Creates an environment of respect and rapport. Establishes a culture for learning. Manages classroom procedures. Manages student behavior. Organizes physical space. Engages students in learning.
Principle 6	Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2a 3a 3b 3c	Creates an environment of respect and rapport. Communicates clearly and accurately. Uses questioning and discussion techniques. Engages students in learning.
Principle 7	Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	1a to 1e 3c 3e	Planning and Preparation Domain. Engages students in learning. Demonstrates flexibility and responsiveness.
Principle 8	Understands and uses formal and informal assessment strategies.	1b 1f 3d 3e	Demonstrates knowledge of students. Assesses student learning. Provides feedback to students. Demonstrates flexibility and responsiveness.

		4a 4b 4c	Reflects on teaching. Maintains accurate records. Communicates with families.
Principle 9	Reflects on teaching.	4a 4d 4e	Reflects on teaching. Contributes to the school and district. Grows and develops professionally.
Principle 10	Fosters relationships with colleagues, parents, and agencies in the larger community.	1d 4c 4d 4f	Demonstrates knowledge of resources. Communicates with families. Contributes to the school and district. Shows professionalism.

References

Allen, Michael B. (2003). *Eight questions on teacher preparation: what does the research say.* Denver, CO.: Education Commission of the States.

Birkeland, Sarah E. and Heather G. Peske (2004). *Literature review of research on alternative certification.* Washington D.C.: National Education Association.

Bradshaw, Lynn and Parmalee Hawk (1996). *Teacher certification: Does it really make a difference in student achievement? Issue analysis.* Greenville, N. C.: ENCCARE.

Claycomb, Clara and Willis Hawley (2000). *Recruiting and retaining effective teachers for urban schools: Developing a strategic plan for action.* Washington D.C.: National Partnership for Excellence and Accountability in Teaching.

Danielson, Charlotte (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Darling-Hammond, Linda, Deborah J. Holtzman, Su Jin Gatlin and Julian Vasquez Heilig (2005). *Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness.* Palo Alto, CA: Stanford University.

Doolittle, Peter (1994). *Teacher portfolio assessment. ERIC/AE Digest.* Washington D.C.: ERIC Clearinghouse.

Feistritzer, C. Emily (1999). *Teacher quality and alternative certification programs: Statement of Dr. C. Emily Feistritzer, President, National Center for Education Information.* Washington, DC: House Committee on Education and the Workforce, Subcommittee on Postsecondary Education, Training and Life-long Learning.

Feistritzer, C. Emily, and David T. Chester (2003). *Executive summary: Alternative teacher certification: A state-by-state analysis.* Washington, DC: National Center for Education Information.

Gless, Janet & Moir, Ellen (n.d.). *Supporting beginning teachers with heart and mind: A decade of lessons learned from the Santa Cruz New Teacher Project.* Santa Cruz, CA: New Teacher Center. http://www.newteachercenter.org/article7.php.

Heyman, Ernest L. (2002). *A Comparison of the Alternative and Traditional Licensure Programs at Metropolitan State College of Denver.* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).

Ingersoll, Richard and Thomas Smith (2003). *Reducing teacher turnover: What are the components of effective induction?* Paper presented to the American Educational Research Association annual meeting.

Interstate New Teacher Assessment and Support Consortium (1992). *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialog.* Washington D. C.: Council of Chief State School Officers.

New Teacher Center (2003). *Foundations in mentoring: Professional development for those who work with beginning teachers.* Santa Cruz, CA: New Teacher Center.

Roth, David and Watson Scott Swail (2000). *Certification and teacher preparation in the United States.* Honolulu, HI: Pacific Resources for Education and Learning.

Sullivan, Cheryl C. (2001). *Into the classroom: Teacher preparation, licensure, and recruitment. Elements of teacher effectiveness.* Alexandria, VA: National School Boards Association.

Wilson, Suzanne M., Robert E. Floden and Joan Ferrini-Mundy (2001). Teacher preparation research: Current knowledge, gaps and recommendations. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.

Tables

Table 1. Components of Professional Practice for Utah Transition to Teaching Alternative Program Courses.

Key: I Introduce or Preview the concept
T Teach the concept
R Review or enrich the concept

Courses: EDU 2800 - Instruction, Technology, Assessment, and Planning
EDU 2820 - Creating a Learning Environment
EDU 2840 - Literacy Strategies
EDU 2860 - Survey of Learning and Teaching Diverse Populations
EDU 2010 - Introduction to Special Education

Domain 1: Planning and Preparation	**EDU 2800**	**EDU 2820**	**EDU 2840**	**EDU 2860**	**EDU 2010**
1a. Demonstrating Knowledge of Content and Pedagogy					
Knowledge of content	T		T	I	T
Knowledge of prerequisite relations	T		T	T	T
Knowledge of content-related pedagogy	T		T	T	T
1b: Demonstrating Knowledge of Students					
Knowledge of characteristics of age group			T	I	R
Knowledge of students varied approaches to learning	T	IT	T	T	R
Knowledge of students skills and knowledge	T	I	T	T	R
Knowledge of students' interests and cultural heritage			I	T	R
1c: Selecting Instructional Goals					
Value	T		T		T
Clarity	T		T		T

Suitability for diverse students	T		T	T	T
Balance	T		T	T	T
1d: Demonstrating Knowledge of Resources					
Resources for teaching	T	I	T	T	R
Resources for students	T	I	T	T	R
1e: Designing Coherent Instruction					
Learning Activities	T	I	T	I	T
Instructional materials and resources	T	I	T	IT	I
Instructional groups	T	IT	T	IT	R
Lesson and unit structure	T		T	I	R
1f: Assessing Student Learning					
Congruence with instructional goals	T		T	IT	T
Criteria and standards	T		T	T	T
Use for planning	T	T	T	T	T
Domain 2: The Classroom Environment	**EDU 2800**	**EDU 2820**	**EDU 2840**	**EDU 2860**	**EDU 2010**
2a: Creating an Environment of Respect and Rapport					
Teacher interaction with students	R	ITR	R	T	R
Student interaction		ITR	R	T	R
2b: Establishing a Culture for Learning					
Importance of content	ITR	IT	TR	T	R
Student pride in work	ITR	IT	IT	T	R
Expectations for learning and achievement	ITR	ITR	ITR	T	R
2c: Managing Classroom Procedures					
Management of instructional groups	T	ITR	T	I	R
Management of transitions		ITR	T	I	R
Management of materials and supplies		ITR	TR	I	R
Performance of non-instructional duties		ITR	TR	I	R

Supervision of volunteers and paraprofessionals			I	I	R
2d: Managing Student Behavior					
Expectations	T	ITR	T	IT	T
Monitoring of student behavior	T	ITR	T	ITR	T
Response to student misbehavior		ITR	TR		T
2e: Organizing Physical Space					
Safety and arrangement of furniture		ITR	I		R
Accessibility to learning and use of physical resources		IT	IT	I	R
Domain 3: Instruction	**EDU 2800**	**EDU 2820**	**EDU 2840**	**EDU 2860**	**EDU 2010**
3a: Communicating Clearly and Accurately					
Directions and procedures	T	I	T	IT	T
Oral and written language	T		T	T	T
3b: Using Questioning and Discussion Techniques					
Quality of questions	T	IT	T	T	T
Discussion techniques	T	IT	T	T	T
Student participation	T		T	T	T
3c: Engaging Students in Learning					
Representation of content	T		TR	T	T
Activities and assignments	T	ITR	TR	T	T
Grouping of students	T	ITR	TR	T	T
Instructional materials and resources	T	I	TR	T	T
Structure and pacing	T	IT	TR	T	T
3d: Providing Feedback to Students					
Quality: accurate, substantive, constructive, and specific	T	ITR	TR	T	T
Timeliness		ITR	TR	T	T
3e: Demonstrating Flexibility and Responsiveness					
Lesson adjustment	T	ITR	TR	T	T

Response to students	T	ITR	TR	T	T
Persistence	T		TR	T	T
Domain 4: Professional Responsibilities	**EDU 2800**	**EDU 2820**	**EDU 2840**	**EDU 2860**	**EDU 2010**
4a: Reflecting on Teaching					
Accuracy	T	I	TR	T	T
Use in future teaching	T	I	TR	T	T
4b: Maintaining Accurate Records					
Student completion of assignments	T	ITR	TR	T	T
Student progress in learning	T	ITR	TR	T	T
Non-instructional records	T		TR	T	T
4c: Communicating with Families					
Information about the instructional program	I		T	I	T
Information about the individual students	I	IT	TR	I	T
Engagement of families in the instructional program	I	I	TR	I	T
4d: Contributing to the School and District					
Relationships with colleagues	I		I		T
Service to the school	I		I		T
Participation in school and district projects	I		TR		T
4e: Growing and Developing Professionally					
Enhancement of content knowledge and pedagogical skill	I	I	TR	T	
Service to the profession	I	I	TR	T	
4f: Showing Professionalism					
Service to students	I		TR	T	R
Advocacy	I		TR	T	R
Decision making	I		TR	T	R

Table 2. Comparison of Observation Scores and Course Work, 2003 Participants.

COMPARISON OF OBSERVATION SCORES AND COURSE WORK
UTTAP Participants Who Began the Program in 2003

Key:

Highest possible score: 97

Indicates course completed through UTTAP

Indicates course completed in another program

Indicates course not completed

2003				2004					2005	
Participant	2800	2820	Observation 11/03	2840	2860	2010	Observation 11/04	Change (%)	Observation 11/05	Change (%)
1			Score: 40 or 45%				Score: 66 or 68%	+23%	Score: 82 or 85%	+40%
2			Not teaching				Score: 57 or 59%	–	Score: 80 or 82%	+23%
3			Score: 60 or 62%				Score: 73 or 75%	+13%	Score: 86 or 89%	+27%
4			Score: 25 or 26%				Score: 37 or 38%	+12%	Not teaching	–
5			Score: 44 or 45%				Score: 64 or 66%	+17%	Score: 77 or 79%	+34%
6			Score: 40 or 41%				Score: 68 or 70%	+29%	Score: 86 or 89%	+48%
7			Score: 44 or 45%				Score: 70 or 72%	+17%	Score: 84 or 87%	+42%
8			Score: 22 or 23%				Score: 37 or 38%	+15%	Not teaching	–

Table 3. Comparison of Observation Scores and Course Work, 2004 Participants.

COMPARISON OF OBSERVATION SCORES AND COURSE WORK
UTTAP Participants Who Began the Program in 2004

Key:

Highest possible score: 97

Indicates course completed through UTTAP

Indicates course completed in another program

Indicates course not completed

2004				2005				
Participant	2800	2820	Observation 11/04	2840	2860	2010	Observation 11/05	Change (%)
11			Employed 01/05				Score: 50 or 52%	–
12			Score: 86 or 88%				Score: 88 or 88%	0%
13			Score: 37 or 38%				Score: 82 or 85%	+47%
14			Score: 49 or 51%				Score: 60 or 62%	+11%
15			Not teaching				10 or 10%	–
16			Score: 65 or 67%				Score: 16 or 16%	-51%
17			Not teaching				Score: 61 or 63%	–
18			Employed 01/05				Score: 60 or 62%	–
19			Not observed				Score: 70 or 72%	–
20			Score: 50 or 52%				Score: 85 or 88%	+36%

Table 4. Performance Results: Sample of 2003 Program Participants.

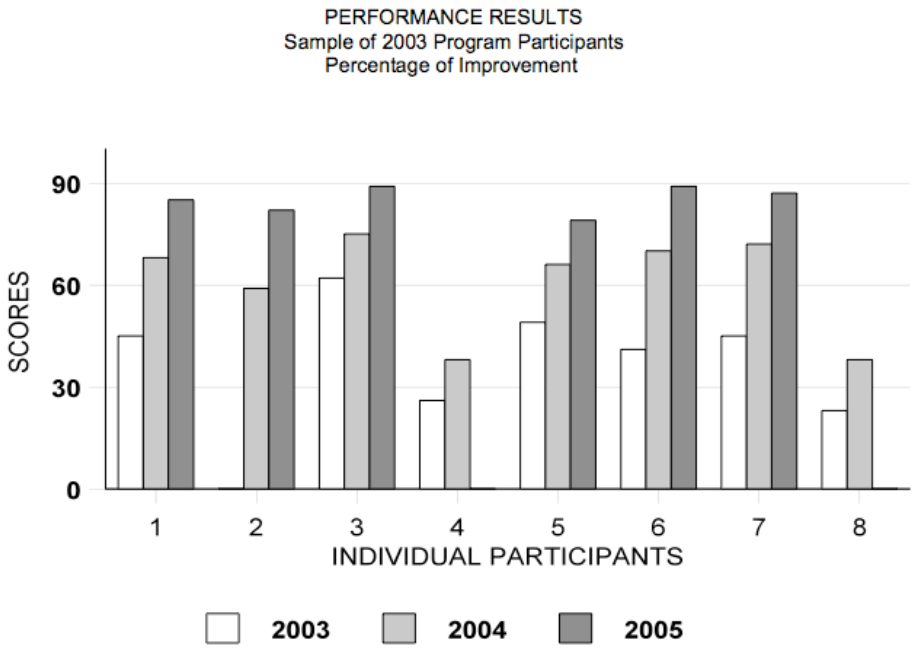
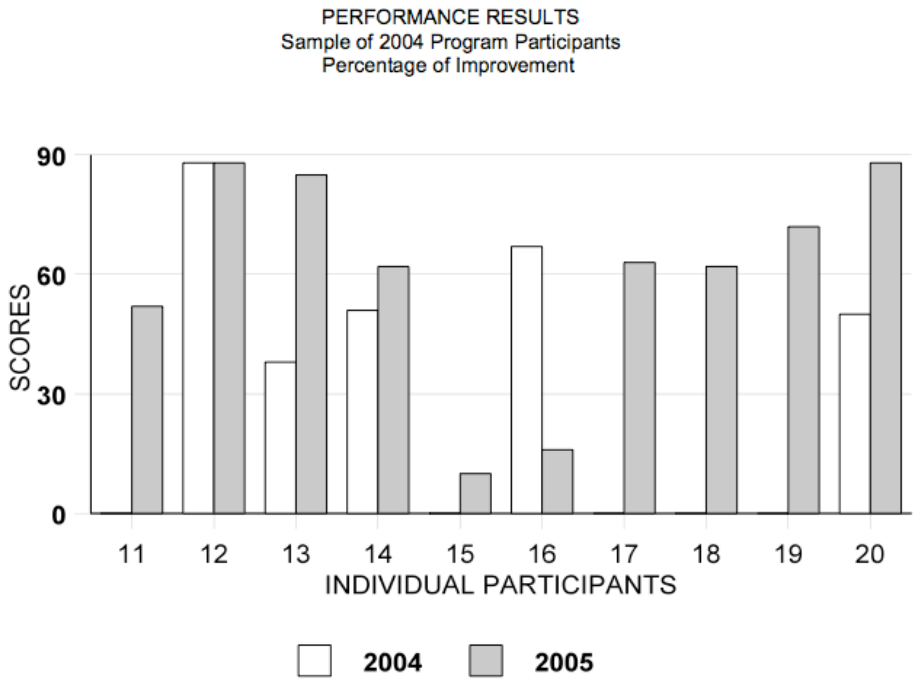
Table 5. Performance Results: Sample of 2004 Program Participants.